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ABSTRACT

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the child care aide program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The 11 units are: orientation; safety; health responsibilities; child growth and development; guiding the child's behavior; program planning; daily routines; instructional activities; clerical/receptionist duties; housekeeping/custodial duties; and interpersonal skills. (KC)

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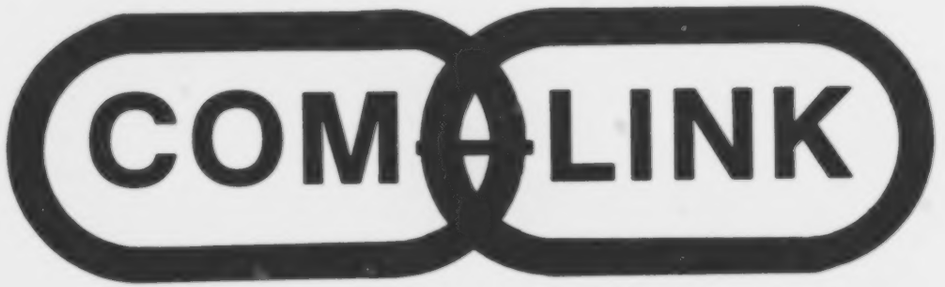
Competency Based Vocational Curricula



With Basic Skills And Academic Linkages

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In Cooperation With The

New Jersey State Department of Education

Division of Vocational Education

And

Ocean County Vocational-Technical School

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Ocean County Vocational-Technical School

Child Care Aide

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PHILOSOPHY OF EDUCATION

The Ocean County Vocational-Technical Education Program should consist of those courses, activities and experiences which are designed to prepare students for a successful entrance in a given field of work. The program should be based upon an analysis of the worker needs of the field of work, the opportunities and requirements for entrance, and the particular characteristics and needs of the students.

We believe that:

The school should educate and train the students to live effectively in our ever-changing world.

The school should provide, for each student, intensive training toward general and specific job objectives, and setting standards of performance in keeping with the requirements of that particular field of work.

All students should evidence the interest, aptitude, and ability to profit from the specialized instruction, and this should be a condition of entrance into or continuance in a given field of work.

Equal attention should be given in the school program to develop sound character, good citizenship, ability to think critically, and maintain good mental and physical health.

The school must be constantly striving to fulfill its ultimate purpose; that of serving the students and the community. The school should give careful consideration to the needs, interests, and capacities of the students and the educational and technical background, experience, training, and professional interest of the professional staff as they develop a working philosophy of education.

PREFACE

The curriculum format employed by this project is competency based and utilizes the Ocean County Vocational-Technical Schools' curriculum infused model for the teaching of basic skills as part of vocational education. The design demonstrates the relationship of vocationally related skills to communication, mathematics and science knowledge. Proficiences with regard to student outcomes cannot be achieved without mastery in related academic areas. All student outcome objectives are predicated upon entry level skills which reflect the dictates of the job marketplace and industry. In addition, basic skills matrices developed by the district are included. The totality of this package is designed to facilitate the vocational teaching process and to enchance the learning experiences of our students.

POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS FOR STUDENTS AT OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL

450 hours - 1 year course at O.C.V.T.S.
900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
AIR CONDITIONING, REFRIGERATION AND HEATING	900	140	120	120	520
AUTO BODY REPAIR	900	130	120	125	525
AUTOMOTIVE MECHANICS	900	150	120	120	510
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	900	216	126	125	433
BEAUTY CULTURE I AND II	1000	240	120	130	515
BUILDING TRADES	900	135	120	130	515
BUSINESS RELATIONS - MEDIA/MODELING	450	200	60	40	150
CHILD CARE AIDE	900	240	120	122	418
COMMERCIAL ART AND PRINTING	900	120	215	75	580
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	900	130	125	130	515

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COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
COMMERCIAL PHOTOGRAPHY & TELEVISION PRODUCTION	900	150	125	80	545
CUSTOM CABINETMAKING	900	130	120	60	590
DENTAL ASSISTING	450	168	65	77	140
DESIGN DRAFTING	900	135	150	165	450
ELECTRICAL TRADES	900	106	120	124	550
FASHION MERCHANDISING	450	200	60	40	150
FOOD SERVICES	900	206	132	125	437
INDUSTRIAL AUTOMATION AND ELECTRONICS	900	129	140	132	499
INTERIOR DESIGN	900	210	130	120	440
LANDSCAPING AND GREENHOUSE TECHNOLOGY	900	125	125	175	475

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900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
MARINE ENGINE AND BOAT SERVICES	900	164	120	125	491
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	450	173	60	77	140
MEDICAL SKILLS AND RELATED HEALTH CAREERS	450	135	65	125	125
MEDICAL SKILLS (ADVANCED)	450	125	60	125	140
PLUMBING AND HEATING	900	140	120	120	520
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	900	125	130	60	585
T.V. AND COMPUTER REPAIR	900	125	150	175	450
WELDING	900	135	120	100	545

COMMUNICATION SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School.
The asterisk indicates that the topic is studied in that curriculum.

COURSE	Functional Reading Skills	Vocabulary	Identifying Main Ideas	Meanings in Context	Inferences	Fact/Opinion Distinction	Signal Words	Parts of Textbook/Manual	Following Directions	Outlining and Note Taking	Interpretation of Maps, Graphs and Charts	Interpretation of Diagrams	Test Taking Skills	Expository Writing Skills	Problem Solving	Spelling	Oral Communications	Study Skills	Resume Writing	Job Application Skills
AIR CONDITIONING, REFRIGERATION AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AUTO BODY REPAIR	*	*		*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
AUTOMOTIVE MECHANICS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BEAUTY CULTURE I AND II	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BUILDING TRADES	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*
CHILD CARE AIDE	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL ART AND PRINTING CAREERS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CUSTOM CABINETMAKING	*	*		*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
DENTAL ASSISTING	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*

COMMUNICATION SKILLS - CONTINUED

COURSE	Functional Reading Skills	Vocabulary	Identifying Main Ideas	Meanings in Context	Inferences	Fact/Opinion Distinction	Signal Words	Parts of Text-book/Manual	Following Directions	Outlining and Note Taking	Interpretation of Maps, Graphs and Charts	Interpretation of Diagrams	Test Taking Skills	Expository Writing Skills	Problem Solving	Spelling	Oral Communications	Study Skills	Resume Writing	Job Application Skills
DESIGN DRAFTING	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
ELECTRICAL TRADES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
FASHION MERCHANDISING	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
FOOD SERVICES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
INDUSTRIAL AUTOMATION AND ELECTRONICS	*	*	*		*	*			*	*	*	*	*	*	*	*	*	*	*	*
INTERIOR DESIGN	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
LANDSCAPING AND GREENHOUSE TECHNOLOGY	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
PLUMBING AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
T.V. AND COMPUTER REPAIR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
WELDING	*	*	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

MATHEMATICS SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. The asterisk indicates that the topic is studied in that curriculum.

COURSE	Whole Numbers	Common Fractions	Decimals	Percentages	Weights and Measurements	Ratio and Proportion	Powers and Roots	Formulas	Estimating	Geometry	Basic Trigonometric Functions	Graphs
AIR CONDITIONING, REFRIGERATION AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*
AUTO BODY REPAIR	*	*	*	*	*	*	*	*	*	*		*
AUTOMOTIVE MECHANICS	*	*	*	*	*	*	*	*	*			*
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	*	*	*	*	*	*	*	*	*	*		*
BEAUTY CULTURE I AND II	*	*	*	*	*	*	*	*	*	*	*	*
BUILDING TRADES	*	*	*	*	*	*	*	*	*	*	*	*
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	*		*	*		*			*			*
CHILD CARE AIDE	*	*	*	*	*	*		*	*	*	*	*
COMMERCIAL ART AND PRINTING CAREERS	*	*	*	*	*	*		*	*	*		*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	*	*	*	*	*	*	*	*	*	*	*	*
CUSTOM CABINETMAKING	*	*	*	*	*	*	*	*	*	*	*	*
DENTAL ASSISTING	*	*	*	*	*	*		*	*			*

MATHEMATICS SKILLS - CONTINUED

COURSE	Whole Numbers	Common Fractions	Decimals	Percentages	Weights and Measurements	Ratio and Proportion	Powers and Roots	Formulas	Estimating	Geometry	Basic Trigonometric Functions	Graphs
DESIGN DRAFTING	*	*	*	*	*	*		*	*	*	*	*
ELECTRICAL TRADES	*	*	*	*	*	*	*	*	*	*	*	*
FASHION MERCHANDISING	*	*	*	*	*	*		*	*	*		*
FOOD SERVICES	*	*	*	*	*	*		*	*	*		*
INDUSTRIAL AUTOMATION AND ELECTRONICS	*	*	*	*	*	*		*	*	*	*	*
INTERIOR DESIGN	*	*	*	*	*	*		*	*	*		*
LANDSCAPING AND GREENHOUSE TECHNOLOGY	*	*	*	*	*	*		*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE	*	*	*	*	*	*		*			*	*
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	*	*	*	*	*	*	*	*	*	*		*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*		*	*	*	*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*		*	*	*	*	*
PLUMBING AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	*	*	*	*	*	*	*	*			*	*
T.V. AND COMPUTER REPAIR	*	*	*	*	*	*	*	*		*	*	*
WELDING	*	*	*	*	*	*		*	*	*	*	*

SCIENCE SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. Those listed as "Not Available" do not offer enough hours to qualify for credits in your high school. However, we have noted the skills covered. Those listed with an asterisk after the title are eligible. The asterisk indicates that the topic is studied in that curriculum.

	HUMAN ANATOMY						ASTRONOMY			CHEMISTRY			PHYSICS					ECOLOGY				
COURSE	Cellular Theory	Skeletal System	Muscles	System of Body	Diseases	Psychology	Solar System	Gravity	Weather	Matter	Chemical Reactions	Applied Chemistry	Light	Magnetism	Heat	Magnetism and Electricity	Nuclear Energy	Botany	Food Production	Fuels	Nutrition	Waste Disposal
AIR CONDITIONING, REFRIGERATION AND HEATING							*	*	*	*	*	*		*	*	*				*	*	
AUTO BODY REPAIR								*	*	*	*	*	*	*	*					*		*
AUTOMOTIVE MECHANICS								*		*	*	*	*	*	*	*				*		
AUTOMOTIVE DIESEL AND ENGINE REBUILDING								*		*	*	*		*	*	*	*			*		*
BEAUTY CULTURE I AND II	*	*	*	*	*	*				*	*	*	*		*	*					*	
BUILDING TRADES							*	*	*	*	*	*	*		*	*		*		*		
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	N	* O	* T	* A	V	* A	I	L	A	B	L	E										
CHILD CARE AIDE	*	*	*	*	*	*			*		*	*		*	*			*	*		*	*
COMMERCIAL ART AND PRINTING CAREERS	N	O	T	A	V	A	I	* L	A	* B	* L	* E	*		*	*						*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*		*		*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	N	O	T	A	V	* A	I	* L	A	* B	* L	* E	*		*	*						*
CUSTOM CABINETMAKING	* N	O	T	A	V	A	I	* L	A	* B	* L	* E			*			*				
DENTAL ASSISTING	*	*	*	*	*	*				*	*	*	*								*	*

	HUMAN ANATOMY						ASTRONOMY			CHEMISTRY			PHYSICS					ECOLOGY				
COURSE	Cellular Theory	Skeletal System	Muscles	System of Body	Diseases	Psychology	Solar System	Gravity	Weather	Matter	Chemical Reactions	Applied Chemistry	Light	Magnetism	Heat	Magnetism and Electricity	Nuclear Energy	Botany	Food Production	Fuels	Nutrition	Waste Disposal
DESIGN DRAFTING							*	*	*	*		*	*		*	*	*			*		*
ELECTRICAL TRADES							*	*	*	*	*		*	*	*	*	*		*			
FASHION MERCHANDISING	*	*	*	*		*		*		*	*	*	*								*	
FOOD SERVICES					*	*		*	*		*	*	*		*				*		*	*
INDUSTRIAL AUTOMATION AND ELECTRONICS								*		*			*	*	*	*	*			*		
INTERIOR DESIGN		*	*			*	*	*	*	*	*	*	*		*	*						
LANDSCAPING AND GREENHOUSE TECHNOLOGY							*	*	*		*	*	*		*	*		*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE								*	*	*	*	*	*	*	*	*		*		*		
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	N	* O	* T	* A	* V	* A	I	L	A	B	* L	E										*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*		*		*	*					*			*		*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*		*		*	*					*			*		*	*
PLUMBING AND HEATING					*		*	*	*	*	*	*			*	*		*		*		*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	N	O	T	A	V	A	I	* L	A	* B	* L	* E	*	*	*	*				*		*
T.V. AND COMPUTER REPAIR										*	*	*	*	*	*	*				*		
WELDING								*		*	*	*	*	*	*	*				*		

COURSE OBJECTIVES

1. To prepare students with entry level skills, abilities and knowledge for employment in child care aide.

2. To present 900 hours of instruction and practice in child care aide in accordance with the course curriculum and skill profile outline.

3. To provide a detailed summary evaluation of the proficiency achieved by each student representing the most important content areas presented in the child care aide skill profile.

4. To help each student develop positive attitudes and ideals related to their occupation in child care aide and understnad their own capabilities and potential.

5. To instill in each student the need to plan for their professional growth through continuous learning in their chosen occupation.

STUDENT ACTIVITIES

All students enrolled in the Ocean County Vocational-Technical School are encouraged to join Vocational Industrial Clubs of America (VICA). Student activities are infused into each program. Each building has a student government and a student activities program separate from VICA. Additionally, students from each center and every class are encouraged to participate in the VICA Leadership and Job Demonstration Contests which begin in the centers and radiate throughout the district as Ocean County Vocational-Technical School inter school winners are chosen.

Student activities emphasize the basic precepts of VICA, as well as the basic tenets of democracy. Within the context, each of our programs teaches the dignity of work, high standards in trade ethics and safety, and a belief in the free enterprise economic system.

TABLE OF CONTENTS

CHILD CARE AIDE

PHILOSOPHY OF EDUCATION..... i

PREFACE..... ii

POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS..... iii

COMMUNICATION SKILLS..... vi

MATHEMATICS SKILLS..... viii

SCIENCE SKILLS..... x

COURSE OBJECTIVES..... xii

STUDENT ACTIVITIES..... xiii

ORIENTATION..... 1
- Career Opportunities..... 3
- Child Care Centers..... 5

SAFETY..... 6
- Safe Child Care Centers..... 6
- Emergencies and First Aid..... 7

HEALTH RESPONSIBILITIES..... 10
- Health Policies..... 10
- Healthy and Ill Children..... 13
- Health Education Programs for Children..... 16
- Preventive Health Care for Children..... 17
- Guidelines for Nutritious Meals/Snacks for Children..... 18

CHILD GROWTH AND DEVELOPMENT..... 26
- Physical, Social, Emotional, Intellectual Development..... 26
- Observation as a Learning Tool..... 29

GUIDING THE CHILD'S BEHAVIOR..... 30
- Positive Discipline..... 30

PROGRAM PLANNING..... 31
- Lesson Planning..... 31
- Instructional Aids: Games..... 32
- Visual Aids..... 33
- Flannel Board Techniques..... 35
- Puppets..... 36
- Field Trips for Young Children..... 37

DAILY ROUTINES..... 40
- Arrival and Dismissal..... 40
- Self-Help Skills..... 42
- Supervising Free Play..... 43
- Snack/Meal Routines..... 44
- Outdoor Play..... 46

INSTRUCTIONAL ACTIVITIES..... 48
- Art for the Young Child..... 48
- Cooking with Children..... 54
- Language Arts for the Young Child..... 55
- Math Experiences for the Young Child..... 57
- Motor Development and Creative Movement..... 60
- Music Experiences for the Young Child..... 62
- Science Experiences for the Young Child..... 64

CLERICAL/RECEPTIONIST DUTIES..... 66
- Enrolling Children in the Child Care Center..... 66
- Inventory Equipment and Supplies..... 67
- Communicating with Parents..... 68

HOUSEKEEPING/CUSTODIAL DUTIES..... 70
- Sanitation Standards..... 70

INTERPERSONAL SKILLS..... 71
- Staff Relations/Professionalism..... 71

UNIT: ORIENTATION

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. School rules and regulations	A. Student rights and responsibilities B. Student grievance procedures C. Student expectations D. School code of discipline E. Attendance and graduation policy F. Student transfers G. Grading system H. Accidents I. Bedside instruction J. Cooperative Industrial Education (C.I.E.) K. Driving policy L. Drug and alcohol policy M. Early dismissal procedures N. Lockers O. Driver permits P. School closing procedures Q. Smoking R. Student progress reports S. Telephones T. Theft U. Tools and equipment V. Vocational Industrial Clubs of America (VICA)	A. Note taking B. Filling out forms C. Oral communication D. Test taking skills E. Functional reading skills (Student Handbook)			A. The student will know what is expected of him/her for the school year in order to promote effective learning conditions Written test B. The student will know the standards to be met within the school and classroom Written test

UNIT: ORIENTATION - CONTINUED

TOPIC:

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
II. Child Care Class Guidelines	A. Attendance B. Make-up work C. Child development learning lab D. Homework assignments E. Course requirements F. Notebooks G. Safety H. Professional ethics I. Practical field experience J. Field trips K. Classroom maintenance L. Daily grading system M. Lockers N. Student dress code	A. Note taking skills B. Filling out forms C. Oral communications D. Test taking skills E. Functional reading skills (Student Guidelines)			A. The student will know what is expected of him/her for the school year in order to promote effective learning Written test B. The student will know the standards to be met within the school and classroom Written test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
III. Career opportunities in the child care profession	A. Benefits 1. Personal 2. Professional 3. Salary range B. Child care terms 1. Child care 2. Caregiver 3. Nurturing 4. Child care worker 5. Child care aide/assistant 6. Child care services 7. Child care center 8. Child care staff 9. Career ladder 10. Early childhood 11. Entry level C. Personal characteristics of child care assistants D. Career ladder 1. Director 2. Head teacher 3. Group teacher 4. Aide/assistant E. Educational requirements and training 1. High school/vocational school 2. College 3. Child development associate 4. On-the-job training 5. Nanny schools F. Job responsibilities G. Job opportunities 1. Child care centers 2. Public schools 3. Hospitals	A. Functional reading skills B. Vocabulary C. Following directions D. Outlining and note taking E. Interpretation of charts F. Test taking skills G. Writing skills H. Spelling I. Oral communications	A. Decimals B. Percentages - types of child care services		A. The student will be able to describe four benefits and/or rewards related to child care occupations B. The student will be able to define basic child care terms C. The student will be able to give examples of four levels of employment in a child care center D. The student will be able to outline major job responsibilities and education and training requirements for child care staff E. The student will be able to list child care/development job opportunities (other than at a child care center) F. The student will be able to calculate salaries of child care positions

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	4. Library 5. Recreation, resort 6. Churches 7. Family day care homes 8. Special education facilities 9. Childrens' parties 10. Private home - Nanny H. Professional organizations and publications				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Sponsorship 1. Profit a. private ownership b. franchise 2. Non-profit a. government funded b. community/social service agency c. cooperative B. Licensing standards 1. Purpose 2. National regulations 3. Building codes a. fire b. ventilation 4. Staffing a. job titles b. education/experience c. caregiver ratio to children 5. Health a. health policy b. immunizations c. food service 6. Program for children a. activities b. nap/rest time C. Services/care 1. Comprehensive 2. Developmental 3. Custodial D. Types of child care centers 1. Nursery 2. Day care 3. Family day care 4. Parent co-op 5. Head start 6. Montessori 7. Child development learning lab 8. Corporate 9. Latch key 10. Preschool handicapped 11. Early intervention 12. Drop in 13. Playschools 14. Kindergarters 15. Home start	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Inferences E. Signal words F. Following directions G. Outlining and note taking H. Test taking skills I. Writing skills J. Spelling K. Oral communications L. Study skills	A. Whole numbers B. Ratio and proportion C. Geometry	A. Human anatomy - diseases B. Ecology - nutrition	A. The student will be able to differentiate between the services and care offered by child care centers B. The student will be able to describe a quality child care program C. The student will be able to identify types of child care centers and describe services offered D. The student will be able to calculate staff child ratios for a child care center E. The student will be able to determine area of child care centers and appropriate enrollment numbers F. The student will be able to calculate child care costs

UNIT: SAFETY

TOPIC: SAFE CHILD CARE CENTERS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	A. Importance of safety 1. Licensing standards 2. Preventing childhood accidents B. Practicing safety 1. Personal safety habits 2. Creating a safe facility a. indoor safety 1.0 traffic area 1.1 room arrangement 1.2 learning centers 1.3 toys 1.4 climbing equipment 1.5 furniture 1.6 kitchen 1.7 bathroom 1.8 electrical wiring 1.9 art materials 2.0 cooking and kitchen utensils 2.1 cleaning supplies 2.2 plants 2.3 poisons 2.4 animals b. outdoor safety 1.0 playground 1.1 transportation and pedestrian 1.2 drowning 1.3 heat and sun 1.4 sand c. emergency situations 1.0 staff roles 1.1 accident/injury 1.2 fire 1.3 weather 3. Supervising effectively a. supervision techniques b. safety rules for children c. safety education 1.0 fire 1.1 seat belt 1.2 school bus 1.3 strangers 1.4 playground	A. Outlining and note taking B. Vocabulary C. Inferences D. Test taking skills E. Problem solving F. Oral communications		A. Physics - electricity 1. Outlets - shock stops 2. Electric cords a. safe disconnection b. water c. fraying cords and plugs B. Human anatomy 1. Poisons a. plants b. cleaning agents c. art materials 2. Choking hazards	A. The student will be able to list safety practices a child caregiver must follow B. The student will be able to develop a procedure chart for emergency situations in a child care center C. The student will be able to identify safety hazards and corrective action D. The student will be able to describe effective supervision techniques in a child care center E. The student will be able to identify safety education topics for preschoolers

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Demonstrate knowledge of emergency procedures	A. Preparing for emergencies 1. Remain calm 2. Follow emergency procedure 3. Train staff in first aid and CPR 4. Maintain first aid kit 5. Emergency information available a. post emergency phone numbers b. parent emergency phone numbers c. injury report form B. Emergency evacuation plans 1. Plan, prepare and practice 2. Written procedures 3. Evacuation plan a. sound alarms b. evacuate c. eliminate drafts d. head count e. call fire, police 4. Preparation a. child/staff emergency information b. arrange emergency shelter c. daily attendance list d. plan two exit routes e. unannounced evacuation drills C. Fire preparedness procedures 1. Post fire department numbers 2. Diagram electric, gas and water shut offs 3. Test fire/smoke alarms 4. Check fire extinguishers 5. Post exits 6. Practice fire drills with children 7. Fire prevention curriculum 8. Evacuating non-ambulatory, scared children	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Outlining and note taking E. Interpretation of diagrams F. Test taking skills G. Spelling H. Oral communications I. Problem solving J. Filling out forms		Human anatomy 1. Skeletal system 2. Muscles 3. Body systems	A. The student will be able to outline steps to be taken in case of an accident or injury to a child B. The student will be able to describe evacuation procedures to be followed in a child care center C. The student will be able to state treatment for common childhood emergencies D. The student will be able to complete an injury report form

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
II. Knowledge of basic first aid techniques	A. Assessing the injury 1. Cause of injury 2. Life-threatening injuries a. breathing difficulties b. bleeding c. heart stopped d. broken bones/ fractures e. shock B. First aid for common childhood emergencies 1. Choking a. infants b. toddlers, preschoolers c. Heimlich maneuver 2. CPR 3. Head injuries a. rest b. signs of concussion 4. Poisons a. poison control center b. ingested poisons c. chemicals in eyes and on skin d. syrup of ipecac 5. Burns a. types 1.0 first degree 1.1 second degree 1.2 third degree 1.3 electrical 1.4 sunburn b. treatment 6. Fractures, breaks and sprains a. immobilization b. elevate sprains; apply cold compress 7. Eye injuries a. foreign bodies b. irritants c. imbedded objects 8. Skin wounds a. bruises b. scrapes c. lacerations - tetanus d. splinters				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	9. Bites and stings a. snake b. insects 1.0 bees, wasps 1.1 allergic reactions c. Tick d. Animal 10. Seizures a. causes b. petit mal c. psycho-motor d. grand mal 11. Nose a. bleeding b. lodged object 12. Ears a. discharge b. imbedded object 13. Broken bones a. immobilizing methods b. fractures 14. Mouth a. lip b. tongue c. tooth				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Health responsibilities	A. Preventing disease and infections 1. Handwashing a. research results b. when to wash 1.0 arrival 1.1 before food handling 1.2 before feeding a child 1.3 after diapering and toileting 1.4 after handling body fluids 1.5 after cleaning 1.6 after giving medication c. method 1.0 running water 1.1 liquid soap 1.2 wash fifteen seconds 1.3 rinse thirty seconds 1.4 turn off faucet with paper towel d. alternative - disposable wipes 2. Healthy space a. outdoor play b. cots/cribs 1.0 three foot space 1.1 alternate head to foot c. separate children by age 3. Air quality a. 65° to 72° in temperature b. circulate fresh air c. screens d. humidifier or cool air vaporizer e. air conditioning cleaned regularly f. no cigarette smoking near children 4. Asbestos - contact the board of health department	A. Functional reading skills B. Vocabulary C. Signal words D. Following directions E. Outlining and note taking F. Test taking skills G. Spelling	A. Whole numbers B. Common fractions C. Weights and measurements - mixing bleach solution	A. Human anatomy - diseases B. Ecology - waste disposal	A. The student will be able to state health policies of a child care center in preventing disease and infections B. The student will be able to describe sanitary handwashing techniques C. The student will be able to list items and areas to be sanitized in a child care center D. The student will be able to identify contaminated items found in a child care center along with special handling techniques E. The student will be able to measure and mix a bleach sanitizing solution

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	5. Food handling a. wash hands b. no food sharing among children c. food away from diapering area 6. Handling contaminated items a. tissues, toilet paper, soiled diapers, bandages, soiled clothing, vomit, etc. b. contaminated items and clean up areas separated from food handling area c. disposable gloves d. dispose in covered containers e. wash hands immediately f. soiled cloth diapers, clothing in sealed plastic bag to be sent home g. sanitize all used surfaces daily with bleach solution h. toothbrushes and personal items to be labeled i. vacuum daily; shampoo carpets often B. Health issues 1. High turnover increases risk of infection a. programs with fifty or more children open ten hours per day at greater risk b. do not admit new children during a serious infectious disease outbreak c. limit mixing diapered children with older children				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	2. Risks from play materials and activities a. water play 1.0 cleaned, sanitized daily 1.1 wash hands before playing 1.2 limit to healthy children 1.3 wash, sanitize water toys daily 1.4 use individual basins b. dress-up clothes 1.0 spread lice and skin infections 1.1 launder and clean in hot water and hot dryer 1.2 seal non washables in plastic bag for thirty days c. infant/toddler toys 1.0 mouth toys - sanitized between users 1.1 stuffed toys - mashine washable weekly, as needed d. pools 1.0 sprinklers preferred 1.1 meet board of health requirements 1.2 supervised at all times 1.3 CPR certification 1.4 fenced in 1.5 post safety rules e. sand - covered to prevent disease from animal feces				

Task

I. Perform a daily health check

Theory

A. Assessing a child's health
   1. Activity level
   2. Breathing difficulties
   3. Skin color
   4. Severe coughing
   5. Rashes
   6. Swelling or bruises
   7. Nose, ear and/or eye discharge
   8. General mood
   9. Nausea, vomiting and/or diarrhea

B. Caring for the ill child
   1. Parent notification/ emergency contact people
   2. Reporting/documenting symptoms
   3. Isolating the child

C. Common minor illnesses and treatment
   1. Fever
   2. Cold
   3. Vomiting and nausea
   4. Diarrhea
   5. Rashes
   6. Teething

D. Giving medication
   1. Regulations
      a. physician's written order
      b. parental written order
      c. written records
      d. child-resistant safety containers
      e. medicine log
   2. Safety
      a. medicine labels
      b. storage of medications
      c. administering to child

Communication Skills

A. Functional reading skills

B. Vocabulary

C. Following directions

D. Outlining and note taking

E. Test taking skills

F. Writing skills

G. Spelling

H. Oral communications

Mathematics Skills

A. Whole numbers

B. Weights and measurements

C. Measurements

Science Knowledge

A. Human anatomy
   1. Skeletal system
   2. Muscles
   3. Body systems

B. Diseases

C. Ecology
   1. Nutrition
   2. Waste disposal

Student Outcome

A. The student will be able to recognize the symptoms of disease in the young child

B. The student will be able to outline the steps to take when a child becomes ill

C. The student will be able to list minor childhood illnesses and their treatment

D. The student will be able to state child care center policies regarding safe administration of medication

E. The student will be able to identify common communicable diseases among children and the steps to take to prevent the spread of infectious diseases

F. The student will be able to list childhood immunizations

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	E. Infectious diseases 1. Spreading organisms a. intestinal track b. respiratory track c. direct contact/ touching d. blood contact 2. Disease control guidelines 3. Immunizations a. DPT b. OPV c. measles, mumps and rubella d. tetanus 4. Reporting illnesses 5. Exclusion of sick children a. meningoccacal disease b. Hib disease c. diarrhea, vomiting and/or fever d. chicken pox e. hepatitis A f. AIDS (HIV infection) 6. Common contagious illnesses a. infectious diarrhea b. pinworms c. hepatitis A d. colds e. influenza f. roseola g. strep throat h. scarlet fever i. impetigo j. chicken pox k. tuberculosis l. ringworm m. conjunctivitis n. scabies o. pediculosis 7. General infections a. herpes simplex b. sexually transmitted diseases				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	F. Non-infectious diseases 1. Otitis media 2. Monilial infections 3. Lyme disease 4. Rocky Mountain Spotted Fever				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Health curriculum	A. Teaching health habits 1. Handwashing 2. Coughs, sneezes 3. Tooth brushing 4. Healthy foods 5. Exercising 6. Resting B. Health curriculum topics 1. Growth and development 2. Families a. cultural b. heritage c. pride 3. Expression of feelings 4. Nutrition 5. Dental health 6. Personal hygiene 7. Safety 8. Physical health 9. Awareness of disabilities 10. Environmental health	A. Functional reading skills B. Vocabulary C. Inferences D. Outlining and note taking E. Test taking skills F. Problem solving G. Spelling H. Oral communications I. Interpretation of charts		A. Human Anatomy 1. Skeletal system 2. Muscles 3. Body system 4. Diseases B. Ecology 1. Nutrition 2. Waste disposal	A. The student will be able to identify ways to teach good health habits to young children B. The student will be able to suggest health education topics for young children C. The student will be able to describe health assessment for young children D. The student will be able to demonstrate care for the ill child E. The student will be able to name common minor illnesses, infectious diseases and immunizations F. The student will be able to describe guidelines for disease control in child care centers

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Health care plan	A. Goals 1. Detect medical conditions 2. Identify high risk children 3. Follow growth and development patterns 4. Immunizations 5. Health screenings a. vision b. hearing c. lead poisoning d. TB e. growth patterns 6. American Academy of Pediatrics (AAP) guidelines B. Health assessment 1. Health histories 2. Observations a. signs b. symptoms 3. Developmental stages 4. Parent communication 5. Referral/consultation				

UNIT: HEALTH RESPONSIBILITIES - CONTINUED

TOPIC: GUIDELINES FOR NUTRITIOUS MEALS/SNACKS FOR CHILDREN

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Planning nutritional snacks/meals	A. Basic five food groups 1. Milk and milk products 2. Meat and meat alternatives 3. Fruits and vegetables 4. Breads and cereals 5. Fats, oils and sugar B. Nutritional facts 1. Major nutrients 2. Health benefit 3. Food sources 4. Minimum daily requirements 5. Serving sizes 6. Menu patterns C. Feeding infants 1. Developmental sequence of newborn feeding skills a. rooting reflex b. sucking reflex c. swallowing reflex d. extrusion reflex 2. Oral/neuromuscular development a. two to four months 1.0 voluntary sucking relfex 1.1 head held erect 1.2 anticipates food/bottle on sight b. four to six months 1.0 extrusion reflex diminishes 1.1 hand/mouth reach 1.2 grasping objects 1.3 sits with support c. six to eight months 1.0 mouths objects 1.1 lips to cup rim 1.2 grasps spoon and cup 1.3 voluntary biting and chewing 1.4 sits without support	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Following directions E. Outlining and note taking F. Interpretation of maps, graphs and charts G. Test taking skills H. Expository writing skills I. Problem solving J. Spelling K. Oral communications L. Study skills	A. Whole numbers B. Common fractions C. Weights and measures D. Estimating E. Ratio and proportion	A. Human anatomy 1. Skeletal system 2. Muscles 3. Psychology B. Physics - heat C. Ecology 1. Food production 2. Nutrition 3. Waste disposal	A. The student will be able to identify the five basic food groups, major nutrients and food sources of each group B. The student will be able to offer appropriate foods and portions to infants, toddlers and preschoolers C. The student will be able to explain the prevention of nursing bottle mouth D. The student will be able to describe nutritious snack foods for young children E. The student will be able to list food safety guidelines F. The student will be able to encourage eating habits consistent with good dental health G. The student will be able to choose foods low in salt, fat and sugar for children H. The student will be able to suggest nutrition education ideas for parents and children I. The student will be able to state menu planning considerations J. The student will be able to list guidelines for safe food preparation, cleaning and care of equipment

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	d. eight to ten months - self feeding e. Ten to twelve months 1.0 chews up and down 1.1 pincer grasp 1.2 drinks from cup with help 1.3 tries spoon f. twelve to eighteen months 1.0 increased jaw motion 1.1 chews meats 1.2 feeds self 1.3 holds cup with two hands 1.4 growth rate slows 3. Breast feeding a. guidelines for nursing infants b. vitamin supplements 4. Introducing solid foods a. readiness 1.0 four to six months 1.1 digestive and neuromuscular development b. four to six months - semisolid foods c. six to eight months - vegetables and fruits d. eight to nine months - mashed table foods 5. Food guidelines a. introduce one new food at a time b. small spoon c. add finger foods d. strained, chopped, protein table food at nine months e. mashed dried peas, beans f. avoid choking foods 1.0 nuts 1.1 carrots 1.2 hot dogs 1.3 grapes 1.4 raisins				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	1.5 popcorn 1.6 corn g. give wheat products after seven months h. two to three eggs per week after ten months i. 100% fruit juices j. water 6. Cow's milk a. digestible at six to twelve months b. no lowfat, skim milk until eighteen to twenty-four months c. contains fat, cholesterol, vitamin E for brain, nerve development 7. Nursing bottle mouth a. early tooth decay b. caused by sugars in formula, milk, juice, sweetened drinks at bedtime c. plain water at bedtime D. Feeding toddlers 1. Growth rate slows at eighteen to thirty-six months a. food gags b. balance diet nutritionally on a weekly basis c. daily variation in food amounts 2. Child-sized portions a. 1/4 to 1/3 size adult portion b. one tablespoon per year of age c. let child ask for seconds d. 1,000 to 1,300 calories per day				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	3. Eating environment a. regular meal/snack times b. relaxed environment c. appropriate size utensils d. allow touching, smelling of food e. encourage new foods - one bite f. praise g. quiet time prior to meal E. Feeding preschoolers 1. Snacks a. needed to meet energy needs b. within three hours of last meal c. provide missing nutrients d. contain protein, fat, carbohydrates e. avoid commercial snack foods - chips, candies, cakes, fruit drinks 2. Appetite a. decreased growth rate b. decreased appetite c. unstable eating habits d. offer wide variety of adult foods F. Nutritious snack ideas 1. Fruits and vegetables a. apple sandwich with cheese, peanut butter b. yogurt sundae c. fruit kabob d. fruit juice surprise e. veggie kabobs f. celergy stuff-its g. lettuce roll up 2. Frozen a. frozen fruit dixie cups b. frozen yogurt pops c. banana rockets				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	3. Blender snacks a. peanut butter b. fruit yogurt c. fruit soup drinks 4. Homemade convenience snacks a. dried fruit/cereal trail mix b. cheese popcorn c. crackers and 1.0 cheese 1.1 peanut butter 1.2 dip d. nachos e. natural soda - fruit juice with seltzer G. Food safety 1. Avoid "choking" foods under age four a. nuts b. popcorn c. whole grapes d. hot dog chunks 2. Honey a. cause botulism in infants before age one b. check food/formula labels for honey 3. Train staff in Heimlich maneuver 4. Staff awareness for food allergies H. Common nutritional concerns 1. Fats a. polyunsaturated b. saturated c. cholesterol 2. Sugar a. avoid high sugar food b. avoid empty calorie foods c. avoid refined, baked goods 3. Salt a. relationship to high blood pressure b. decrease table salt, cooking salt, hidden salt				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	4. Vegetarian diets a. positive health benefits b. vegan limiting in protein, calories 5. Milk a. two to three cups daily for preschooler b. offer milk products as substitute 6. Food additives a. read food labels b. artificial flavors c. artificial coloring d. preservatives e. caffeine I. Menu planning 1. Reading recipes a. measurement terms b. measuring ingredients c. cooking terms d. equipment/utensils 2. Food orders a. increasing/decreasing servings b. measurement conversions c. estimating quantities 3. Considerations a. nutritional/developmental needs b. mid-morning/afternoon snacks c. food texture/color d. food inventory e. budget f. equipment g. storage space h. cultural diversity i. season K. Food preparation/service 1. Purchasing a. food codes b. food inspection standards 2. Food storage a. perishables b. spoilage c. use inventory system				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	3. Handling home prepared foods a. breast milk b. concentrated formula c. ready-to-feed formula d. powdered e. junior foods 4. Food handling a. wash fruits/vegetables b. wash can tops c. thaw frozen foods in refrigerator d. refrigerate foods/salads containing milk, meat, fish, poultry, eggs e. refrigerate at 45° or lower f. heat at 140° or higher g. cover foods h. never reuse tasting spoon i. discard leftovers after two days j. refrigerate lunches from home 5. Cleaning/care of equipment a. discard cracked/chipped dishes b. wash, rinse, sanitize dishes c. clean range tops daily d. clean ovens weekly e. wash and sanitize refrigerator weekly f. sanitize tables before/after meals g. cleaning schedule 1.0 wet mop floors daily 1.1 sanitize food preparation surfaces 1.2 wash, sanitize cutting boards 1.3 wash, sanitize can openers				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	6. Insect/rodent control a. approved insecticides/fly swatter b. certified exterminator c. screened windows				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Recognize basic needs of the child	A. Physical development 1. Growth patterns a. height b. weight c. body structure d. teeth e. sensory development f. toilet training 2. Motor development a. gross motor b. fine motor c. perceptual motor 1.0 spatial awareness 1.1 temporal awareness 1.2 sensory awareness B. Social development 1. Self a. self-esteem b. self-concept c. egocentricity d. autonomy 2. Relationship a. peers b. adults c. siblings 3. Social skills a. sharing b. taking turns c. manners 4. Stages of play a. solitary b. parallel c. group/cooperative 5. Modeling behavior C. Emotional development 1. Expressing feelings 2. Emotions in infancy a. excitement b. delight c. distress d. anger e. fear f. affection	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Inferences F. Fact/Opinion distinction G. Outlining and note taking H. Test taking skills I. Expository writing skills J. Spelling K. Oral communications		A. Human anatomy 1. Cellular theory 2. Skeletal system 3. Muscles 4. Systems of body 5. Psychology B. Ecology - nutrition	A. The student will be able to demonstrate an ability to recognize and meet the developmental needs of the young child B. The student will be able to state hereditary and environmental factors which influence a child's development C. The student will be able to describe the stages of a young child's motor development D. The student will be able to define social development in terms of a child's relationship with his/her peers E. The student will be able to describe the three stages of play F. The student will be able to list the emotional needs of young children and how they are expressed G. The student will be able to describe the sensorimotor and preoperational stage of early childhood H. The student will be able to identify the intellectual growth patterns of the young child

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	3. Toddlers, preschool emotions a. Anger 1.0 agressiveness 1.1 temper tantrums b. fear 1.0 separation anxiety 1.1 dark 1.2 noises 1.3 animals 1.4 imaginary 1.5 dangers 1.6 death c. jealousy 1.0 sibling rivalry 1.1 competition d. negativity e. affection/love f. happiness g. curiosity 4. Personality a. temperment b. cultural differences c. heredity/environment D. Intellectual development 1. Heredity versus environment 2. Early deprivation 3. Learning theories a. conditioning b. reinforcement c. imitation 4. Influences a. genetic b. malnutrition c. socio-economic factors 5. Infancy a. stimulation b. sensorimotor stage c. causality d. memory - object permanence e. language				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	6. Toddlers a. pre-operational stage b. imitation c. memory d. language e. reasoning f. perception g. imagination h. curiosity 7. Preschooler a. preoperational period b. conservation c. symbolic thinking d. moral development e. language f. time/memory g. fantasy versus reality h. spatial relation-ships i. classification j. seriation k. numbers				

UNIT: CHILD GROWTH AND DEVELOPMENT - CONTINUED

TOPIC: OBSERVATION AS A LEARNING TOOL

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Record observations of child's performance/ behavior	A. Purpose 1. Developmental stages 2. Documentation 3. Objectivity 4. Connect theory and practice 5. Assist parents 6. Assessment tool 7. Self-awareness B. Types of observation techniques 1. Narrative/anecdotal record 2. Time sample 3. Event sampling 4. Checklist C. Observation guidelines 1. Purpose 2. Recording information a. objective b. subjective c. inference 3. Environment 4. Answering children 5. Conversations D. Observing staff/centers 1. Staff a. qualities b. professionalism c. qualifications d. child interaction e. staff relationships f. class organization g. activities h. discipline 2. Center a. health and safety b. maintenance c. learning centers d. space e. atmosphere f. supervision g. bathroom/kitchen h. playground i. pets	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Inferences F. Fact/Opinion distinction G. Outlining and note taking H. Following directions I. Expository writing skills J. Spelling K. Oral communications			A. The student will be able to record observations of children, staff and child care centers B. The student will be able to describe the four types of observation techniques

UNIT: GUIDING THE CHILD'S BEHAVIOR

TOPIC: POSITIVE DISCIPLINE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Using positive guidance techniques	A. Terms 1. Guidance 2. Discipline 3. Punishment 4. Positive reinforcement 5. Self-image B. Purpose of discipline 1. Safety 2. Physical/emotional health 3. Social awareness 4. Self-concept 5. Self-control C. Types of discipline 1. Authoritarian 2. Permissive 3. Developmental D. Goals of misbehavior 1. Attention 2. Power 3. Revenge 4. Inadequacy E. Guidance techniques 1. Postive statements 2. Voice 3. Redirection 4. Eye-level 5. Supervision 6. Setting limits 7. Ignoring 8. Distraction 9. Time out 10. Problem solving 11. Choices 12. Active listening 13. "I" messages 14. Telling 15. Manual guidance F. Handling common problems 1. Anger 2. Jealousy 3. Attention 4. Bad language 5. Distruction 6. Sharing/turns 7. Hurting others 8. Biting 9. Disturbing others	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Inferences F. Fact/Opinion distinction G. Outlining and note taking H. Test taking skills I. Expository writing skills J. Spelling K. Oral communications L. Problem Solving M. Following directions		Human anatomy - psychology	A. The student will be able to describe the difference between discipline and punishment B. The student will be able to state the purposes of discipline for the young child C. The student will be able to define the three types of discipline D. The student will be able to suggest positive guidance techniques for handling common childhood problems

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Write activity lesson plans	A. Purpose 1. Define program goals 2. Strengthen curriculum 3. Daily schedule 4. Variety B. Themes/topics 1. Alphabet 2. Amphibians 3. Animals 4. Beach 5. Birthday 6. Circus 7. Colors 8. Communication 9. Community helpers 10. Farms 11. Geography 12. Health 13. History 14. Holidays 15. Insects 16. Nature 17. Numerals 18. Occupations 19. Parents' day 20. Recreation 21. Reptiles 22. Safety 23. Seasons 24. Self 25. Space 26. Sports 27. Transportation 28. Vacations 20. Zoo C. Special events 1. Field trips 2. Visitors 3. Parties 4. Open houses D. Lesson plan styles 1. Calendar/block plan 2. Cognitive web	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Following directions E. Outlining and note taking F. Test taking skills G. Expository writing skills H. Spelling			A. The student will be able to relate the importance of lesson planning to the goals of an early childhood program B. The student will be able to suggest themes/topics developmentally appropriate for the young child C. The student will be able to write daily and weekly lesson plans

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Construct a teaching aid: games	A. Instructional games 1. Commercially developed a. pictures b. books c. puppets d. games e. toys f. audio-visual g. resource books 2. Staff-made a. developmentally appropriate b. cost c. sturdiness 3. Resources a. businesses b. recycled shops c. home discards d. school supply stores e. public agencies f. guides to free, inexpensive materials 4. Construction tips a. protective coverings b. storage containers c. colorful d. child's interests B. Skills 1. Small motor 2. Sorting 3. Classifying 4. Visual matching 5. Sequence, ordering 6. Following patterns 7. Likes, differences 8. Vocabulary 9. Relationships 10. Visual memory 11. Tactile discrimination C. Types of games 1. Lotto/bingo 2. Flip books 3. Folder games, dice games 4. Charts 5. Pattern cards 6. Puzzles 7. Spinner, board games 8. Matching 9. Word, picture dominoes	A. Functional reading skills B. Vocabulary C. Problem solving D. Spelling E. Oral communications F. Following directions	A. Measurements B. Geometry		A. The student will be able to describe types of instructional games B. The student will be able to identify skills developed in young children by instructional games C. The student will be able to make an instructional game

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Construct a chart for a child care center II. Design a bulletin board	A. Types of visual aids in a child care center 1. Bulletin boards a. teaching concepts b. enrichment 2. Displays a. instructional b. decorative 3. Charts a. concepts 1.0 color 1.1 number 1.2 shape 1.3 letter 1.4 spatial b. seasons c. calendar d. weather e. helper f. texture g. recipe h. birthday i. height and weight 4. Rebus messages B. Characteristics of a good visual aid 1. Professional appearance 2. Child appeal 3. Creativity 4. Functional 5. Sized for use 6. Color 7. Durability 8. Follows theme 9. Manuscript printing 10. Movable parts C. Materials 1. Paper a. cardboard b. oaktag c. newsprint d. construction e. tissue f. borders g. contact	A. Functional reading skills B. Vocabulary C. Spelling D. Oral communications	A. Whole numbers B. Fractions C. Measurement D. Geometry		A. The student will be able to identify types of visual aids used in a child care center B. The student will be able to construct a calendar, weather and helper concept chart for a child care center C. The student will be able to apply and critique principles of design to visual aids D. The student will be able to construct a bulletin board display

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	2. Tools a. pencils b. markers c. rulers, yardsticks d. paper fasteners e. staples f. stencils g. erasers h. masking tape i. 3D objects D. Principles of design 1. Balance 2. Proportion 3. Harmony 4. Rhythm 5. Unity				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Construct flannel board figures	A. Flannel board uses 1. Teach concepts a. math 1.0 numbers 1.1 sets 1.2 one-to-one correspondence 1.3 counting b. pre-reading 1.0 classifying 1.1 memory 1.2 sequence 1.3 alphabet 1.4 shapes 1.5 size 2. Storytelling 3. Visuals/props B. Flannel board stories 1. Flannel board construction a. materials b. fixatives c. commercially made 2. Flannel board figures a. felt b. pellon c. paper d. fabric 3. Size 4. Storage 5. Types a. rhymes b. fingerplays c. stories 6. Presentation techniques a. story sequence b. voice c. placement d. eye-contact e. child participation	A. Functional reading skills B. Vocabulary C. Following directions D. Outlining and note taking E. Test taking skills F. Spelling G. Oral communications	A. Whole numbers B. Geometry C. Ratio and proportion		A. The student will be able to explain the use of the flannel board in teaching pre-math and pre-reading concepts B. The student will be able to tell a story on the flannel board C. The student will be able to make flannel board figures

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Construct a puppet	A. Puppetry 1. Benefits 2. Puppet play 3. Teacher puppetry 4. Puppet activities 5. Puppet plays 6. Storage/theaters 7. Types of puppets a. homemade 1.0 paper mache 1.1 sock 1.2 paper bag 1.3 stick 1.4 movable mouth 1.5 cloth hand puppets 1.6 box 1.7 finger 1.8 3D objects b. commercial 1.0 hand 1.1 human arm 1.2 full body B. Puppet terminology 1. Manipulation 2. Synchronization 3. Staging a. right b. left c. center d. front, back 4. Eye-contact 5. Rods 6. Intergenerational	A. Functional reading skills B. Vocabulary C. Following directions D. Outlining and note taking E. Spelling F. Test taking skills G. Oral communications			A. The student will be able to identify the use and benefits of puppets in the early childhood classroom B. The student will be able to describe puppet play by young children C. The student will be able to list puppetry teaching techniques D. The student will be able to name types of puppets E. The student will be able to manipulate a puppet in synchronization F. The student will be able to construct four types of puppets for the preschool classroom

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Plan a field trip	A. Value of field trips 1. Group experience 2. First-hand experience 3. Sensori-motor development 4. Dramatic play experiences 5. New concepts 6. Perception 7. Language 8. Memory 9. Logical thinking B. Resources for field trips 1. Community a. policy and fire stations b. supermarket c. library d. post office e. department store f. neighborhood walks g. florist h. airport, train 2. Recreation/nature a. park b. zoo c. lake, beach d. farm 3. Historical a. church b. landmark c. museum d. monument C. Preparation for trip 1. Insurance coverage 2. Parent notification 3. Permission slips 4. Cost 5. Schedule 6. Chaperones 7. Transportation 8. Visit site D. Preparing the children 1. Activities a. books b. pictures c. films/filmstrips	A. Functional reading skills B. Vocabulary C. Following directions D. Outlining and note taking E. Test taking skills F. Expository writing skills G. Spelling H. Oral communications			A. The student will be able to describe the value of field trips for young children B. The student will be able to list appropriate resources for field trips C. The student will be able to identify steps of field trip preparation D. The student will be able to demonstrate field trip preparation and follow-up activities for children E. The student will be able to discuss safety guidelines at trip site and for chaperones and children F. The student will be able to name necessary items to take along on a field trip

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	2. Dramatize trip 3. Supporting the anxious child 4. Safety rules a. bus, car b. site E. Follow-up activities 1. Thank you notes/pictures 2. Art activity 3. Songs, fingerplays 4. Stories 5. Language experience chart 6. Dramatic play center F. Safety guidelines 1. Field site a. special safety rules b. emergency procedures c. restrooms d. contact person 2. Chaperones a. adult/child ratio b. child behavior c. safety guideliens d. emergency phone numbers e. list of children f. first aid g. lost children h. head count i. supervision j. toileting 3. Children a. identification tags b. introduce chaperones c. head count d. bus, car, and traffic safety e. stranger 4. Items to take along a. parent phone numbers b. first aid kit c. "bag of tricks" 1.0 books 1.1 stories 1.2 crayons 1.3 toys				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	d. lunch/snack e. extra clothing f. towelettes/damp cloth 5. Teacher follow-up a. evaluate trip b. thank-you notes 1.0 chaperones 1.1 field site personnel 6. Guest speakers - substitute for field trips				

UNIT: DAILY ROUTINES

TOPIC: ARRIVAL AND DISMISSAL

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Supervise arrival and dismissal	A. Arrival 1. Greeting techniques a. children b. parents 2. Messages a. recording information b. staff awareness 3. Self-help activities a. clothing b. personal belongings in cubbies 4. Daily health check 5. Home - school transition a. separation anxiety b. techniques 6. Attendance records - head count 7. Child care center security a. doors b. visitors B. Dismissal 1. Dismissal techniques a. individual b. group 2. Parent information a. daily notices b. account of child's day c. child's work 3. School - home transition a. grooming b. toileting c. dressing d. ending the school day 4. Safety guidelines a. persons authorized to take child 1.0 identification 1.1 child's file/ list 1.2 parent verification b. liability c. transportation - loading vehicles d. parent pickup	A. Functional reading skills B. Vocabulary C. Fact/Opinion distinction D. Following directions E. Outlining and note taking F. Expository writing skills G. Problem solving H. Spelling I. Oral communications		Human anatomy - diseases	A. The student will be able to greet children and parents as they arrive at the child care center B. The student will be able to receive and record information from a parent about his/her child C. The student will be able to encourage a comfortable home - school transition for the child D. The student will be able to identify symptoms of separation anxiety E. The student will be able to dismiss children safely from the child care center F. The student will be able to provide a smooth school - home transition for the child G. The student will be able to describe a professional caregiver's approach to parental concerns

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	5. Teacher/parental concerns a. professional attitude b. ethics c. confidential information d. discussing behavior				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Assist with self-help skills	A. Self-help skills for children 1. Definition 2. Benefits B. Self-help opportunities 1. Indirect 2. Direct C. Daily routines for self-help opportunities 1. Eating 2. Resting 3. Toileting 4. Washing hands 5. Brushing teeth 6. Combing/brushing hair 7. Dressing/undressing D. Assisting the teacher 1. Group time 2. Songs/music 3. Flannel board figures 4. Holding charts/objects 5. Leading activities/games 6. Writing own name 7. Helpers E. Housekeeping 1. Hanging up clothing 2. Toy helpers 3. Using housekeeping items F. Cleaning up 1. Transitions 2. Specific clean up tasks 3. Assigned helpers	A. Functional reading skills B. Vocabulary C. Following directions D. Outlining and note taking E. Problem solving F. Spelling G. Oral communications			A. The student will be able to name daily self-help skills of children citing examples for each B. The student will be able to list the benefits gained by children in developing self-help skills C. The student will be able to recognize daily opportunities for children to perform self-help tasks

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Supervising free play activities	A. Free play 1. Definition 2. Benefits to children 3. Daily schedule B. Learning centers 1. Design 2. Safety 3. Equipment/supplies C. Supervision techniques 1. Placement 2. Head count 3. Guiding behavior a. non-sharing b. unsafe toy use c. hurting others d. overactive play 4. Teaching safety 5. Play participation D. Free play toys 1. Blocks a. types/accessories b. learning c. stages of block building d. curriculum e. storage f. teacher's role g. rules 2. Table toys (manipulation) a. Types/examples 1.0 self-correcting 1.1 open-ended 1.2 construction 1.3 patterns b. benefits c. developmental abilities d. arrangement e. safety rules f. activities 3. House corner a. equipment/supplies b. benefits c. arranging space d. observation e. teacher's role f. themes	A. Functional reading skills B. Vocabulary C. Following directions D. Oral communications E. Inferences F. Fact/Opinion distinction G. Outlining and note taking H. Test taking skills I. Expository writing skills J. Spelling K. Problem solving	A. Whole numbers B. Measurement	Human anatomy 1. Muscles 2. Psychology	A. The student will be able to identify the benefits of free play time for young children B. The student will be able to relate the design of the learning centers to safety considerations C. The student will be able to demonstrate ways a caregiver supervises free play D. The student will be able to list learning opportunities for young children through block play, manipulatives and house corner E. The student will be able to name equipment and supplies for blocks, table toys and the house corner F. The student will be able to describe safety guidelines for young children during free play time

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Supervising eating routines	A. Eating routines in the child care center 1. Benefits a. enjoyment b. good nutritional habits c. self-help skills d. socialization 2. Subject learning a. language skills b. math skills c. art skills d. science skills e. music skills f. social study skills 3. Special projects a. holidays/birthdays b. visitors c. cooking experiences d. field trips B. Preparation for eating routines 1. Snack helpers 2. Sanitize tables 3. Number to be served 4. Special eating needs 5. Tableware 6. Serving utensils 7. Placemats 8. Clean up utensils C. Preparing the children 1. Handwashing 2. Quiet transitions D. Food service 1. Styles a. family style b. cafeteria style c. staff served 2. Snacks 3. Meals	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Following directions E. Outlining and note taking F. Test taking skills G. Problem solving H. Spelling I. Oral communications	A. Whole numbers B. Ratio and proportion	A. Ecology 1. Nutrition 2. Food production B. Chemistry - chemical reactions (food)	A. The student will be able to identify five ways children learn from eating routines B. The student will be able to name steps necessary to prepare setting and children for snack or mealtime C. The student will be able to demonstrate five behaviors that a child caregiver should show when supervising eating D. The student will be able to show two procedures used to complete the eating routine

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	E. Supervising eating 1. Orderly transitions 2. Thank-you blessing 3. Consistent routines 4. Model behavior 5. Positive table guidance 6. Accident prevention F. Ending the eating routine 1. Housekeeping chores a. involve children in clean up b. self-help jobs c. clean up of children 2. Transition to next activity 3. Staff teamwork 4. Performance evaluation				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Supervise outdoor play	A. Benefits 1. Physical 2. Emotional 3. Social 4. Language 5. Concepts B. Outdoor setting 1. Space requirements 2. Safety a. climbing equipment b. ground c. fence/gate d. swings e. sandbox f. slides g. animals h. plants i. water 3. Variety a. surfaces b. heights 4. Equipment 5. Storage 6. Bathroom/water facilities C. Planning outdoor play 1. Preparing children a. safety education b. toileting c. dress 2. Preparing equipment/ materials - safety check D. Supervising outdoor play 1. Safety check 2. Accident prevention 3. Adult/child ratio 4. Enforcing safety rules E. Outdoor activities 1. Play equipment 2. Group games 3. Indoor equipment 4. Integrating curriculum	A. Functional reading skills B. Vocabulary C. Outlining and note taking D. Following directions E. Test taking skills F. Spelling G. Oral communications	A. Whole numbers B. Measurements C. Ratio and proportion		A. The student will be able to state the benefits of outdoor play for children B. The student will be able to describe characteristics of a good outdoor play setting C. The student will be able to prepare children for safe outdoor play through safety education D. The student will be able to demonstrate ways a caregiver supervises outdoor play E. The student will be able to suggest outdoor play activities for young children F. The student will be able to describe the transition procedure from outdoor play to indoor activities G. The student will be able to state way to evaluate job performance of outdoor play supervision

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	F. Ending outdoor play 1. Transition procedures a. short notice b. helpers c. outdoor - indoor 2. Leaving the playground a. groups b. head count c. equipment G. Evaluation 1. Activities 2. Safety 3. Accidents 4. Supervision				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Plan/guide art activity	A. Benefits of art for children 1. Physically a. small motor skills b. large motor skills c. eye-hand coordination 2. Socially a. self-image b. independence 3. Emotionally a. express feelings b. creativity/imagination 4. Intellectually a. sensory development b. concepts c. decision making d. language B. Stages of art development 1. Disordered scribbling 2. Controlled scribbling 3. Basic form/pre-representational 4. Pictorial/representational C. Types of art activities 1. Freeing a. finger painting b. clay c. easel painting d. tearing e. pasting 2. Controlling a. pre-cut and paste b. threading c. gluing small objects d. pencils 3. Messy a. finger painting b. wet clay c. chalk/buttermilk d. pasting 4. Non-messy a. crayons/pencil b. cutting c. plasticine clay	A. Functional reading skills B. Vocabulary C. Inferences D. Fact/Opinion distinction E. Signal words F. Part of textbook/manual G. Following directions H. Outlining and note taking I. Interpretation of charts J. Test taking skills K. Expository writing skills L. Problem solving M. Spelling N. Oral communications	A. Whole numbers B. Fractions C. Decimals D. Percentages E. Weights and measurements F. Ratio and proportion	Human anatomy 1. Muscles 2. Psychology	A. The student will be able to identify the benefits of art experiences for young children B. The student will be able to recognize a child's developmental stage of art C. The student will be able to describe types of art experiences as they relate to a child's development and creativity D. The student will be able to match an appropriate art activity with different age groups E. The student will be able to list art materials and equipment for the preschool curriculum F. The student will be able to order art materials by size and quantity and determine costs G. The student will be able to name types of art activities appropriate for preschoolers H. The student will be able to discuss art activities with children in a non-judgemental way I. The student will be able to describe the teacher's role in the preparation, supervision and clean up of an art activity J. The student will be evaluated on his/her performance in providing a meaningful art experience for children

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	5. Process a. experiencing art materials b. important to child 6. Product a. finished result b. less important 7. Individual art a. single activity b. social 8. Group art a. mural b. decorations c. readiness D. Art materials/equipment 1. Safety a. non-toxic b. safety scissors 2. Paints a. tempera b. powdered tempera c. finger paint d. watercolors e. brushes 3. Fixatives a. paste b. glue c. rubber cement 4. Three-dimensional a. wet clay b. playdough c. plasticine clay d. wood e. clay boards f. clay hammers g. cookie cutters j. rolling pins 5. Drawing a. crayons b. chalk c. markers 6. Collage a. beans, seeds, and macaroni b. nature items c. yarn and ribbon d. wood scraps e. recycled household items				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	7. Paper a. manilla b. construction c. oak tag d. finger paint e. newsprint f. tissue g. corrugated h. cellophane i. foil j. butcher block 8. Scissors a. safety b. training c. snip-loop d. teacher shears 9. Miscellaneous a. sponges b. stamp pads c. tape d. easel/easel clips e. drying rach f. paint cups g. smocks h. liquid starch 10. Sizes/quantities a. linear measurements 1.0 inches 1.1 feet 1.2 yards b. volume 1.0 ounces 1.1 quarts 1.2 gallons 1.3 liters c. weight 1.0 ounces 1.1 pounds d. quantities 1.0 each 1.1 pair 1.2 dozen 1.3 gross 1.4 box 1.5 case 1.6 sheets 1.7 package 1.8 reams				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	E. Art activities 1. Considerations a. child's developmental level b. supervision c. process versus product d. goals 2. Painting a. goals 1.0 large motor skills 1.1 relaxation 1.2 tactile 1.3 express feelings b. types 1.0 easel 1.1 sponge 1.2 stencil 1.3 object 1.4 vegetable 1.5 straw 1.6 string 1.7 marble 1.8 spatter 1.9 corn syrup 2.0 finger paint 2.1 watercolor 3. Paper, paste, scissors a. goals 1.0 social activity 1.1 product 1.2 small motor skills b. types 1.0 tearing 1.1 cutting 4. Playdough/clay a. goals 1.0 self-expression 1.1 manipulation 1.2 success 1.3 release aggressive feelings b. types 1.0 homemade 1.1 cooked 1.2 mixed c. commercial 1.0 plasticine 1.1 wet clay				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	5. Three-dimensional a. goals 1.0 creativity 1.1 sensory development b. types 1.0 clay 1.1 wood 1.2 collage 1.3 styrofoam 1.4 mobiles 1.5 sculptures F. Teacher's role 1. Preparation a. variety of appropriate activities b. primary and secondary colors c. samples d. gather materials e. protect area f. safety guidelines 2. Supervision a. introduction 1.0 smocks 1.1 label artwork 1.2 demonstrate choices b. guidance 1.0 encouragement techniques 1.1 positive guidance 3. Clean up a. children 1.0 handwashing 1.1 helpers b. art area/materials 1.0 tables, chairs 1.1 floors 1.2 shelves 1.3 safe storage c. projects 1.0 display 1.1 home 4. Talking about art a. descriptions 1.0 non-judgemental 1.1 colors 1.2 lines/designs				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	1.3 strokes 1.4 same/different 1.5 quantity 1.6 tools b. questions 1.0 open-ended 1.1 developmental stage 5. Integrating art in the curriculum a. music b. language arts c. social studies d. math e. science f. outdoor experiences 6. Evaluating art activities a. observations b. performance				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Plan/guide food experiences	A. Nutrition education 1. Nutrition affects growth and development 2. Eating habits influenced by a. social factors b. economic factors c. cultural factors d. psychological factors 3. Parent involvement a. menu planning b. nutritional activities c. ethnic/cultural recipes d. share center recipes/menus e. dietary guidelines f. provide list of community food/nutrition services B. Cooking with children 1. Benefits a. nutritional b. small motor skills c. language arts d. sensory experience e. science f. math skills 2. Selecting recipes a. simple directions b. nutritional foods c. child's skills d. recipe charts 3. Health/safety a. handwashing b. demonstrate safe way c. safety rules d. equipment/utensils 1.0 hot plate 1.1 griddle 1.2 toaster oven 1.3 microwave 1.4 blender 1.5 plastic knives 1.6 cutting boards 1.7 popcorn popper	A. Functional reading skills B. Vocabulary C. Following directions D. Expository writing skills E. Spelling F. Oral communications	A. Whole numbers B. Common fractions C. Weights and measures	Ecology 1. Food productions 2. Nutrition	A. The student will be able to relate the importance of nutrition education for children to healthy growth and development B. The student will be able to list strategies to involve parents in nutrition education C. The student will be able to identify the benefits of food/cooking experiences for children

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Plan/guide language arts activities	A. Language development 1. Definitions a. language b. communication c. perception d. sensorimotor 2. Beginnings of communication 3. Toddler talk 4. Preschool language skills 5. Common problems B. Goals of language arts 1. Develop language skills a. listening b. speaking c. reading d. writing 2. Relationship of written and spoken word C. Language experiences 1. Direct 2. Indirect 3. Reading readiness D. Listening 1. Spoken language a. props b. flip charts c. posters d. pictures e. listening center f. records 2. Auditory perception 3. Attention span 4. Listening activities a. storytelling b. poetry c. riddles d. guessing games e. listen/follow direction of stories and games 5. Audiovisual materials a. recordings b. filmstrips, movies c. overhead transparencies	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Following directions E. Inferences F. Outlining and note taking G. Test taking skills H. Expository writing skills I. Spelling J. Oral communications		Human anatomy 1. Muscles 2. Systems of body	A. The student will be able to list characteristics of infant, toddler and preschool language development B. The student will be able to identify goals of a good language arts program C. The student will be able to describe language arts activities that foster the development of listening, speaking, reading and writing skills in the young child D. The student will be able to conduct a story time activity for young children E. The student will be able to define reading readiness and list sample activities F. The student will be able to list ways manuscript printing is introduced to the young child in the child care center G. The student will be able to print the alphabet in manuscript form H. The student will be able to plan/guide a printing activity for children I. The student will be able to write a summary of a children's book

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	E. Reading 1. Benefits 2. Book selection criteria 3. Reading techniques 4. Types of books 5. Care/storage of books F. Speaking 1. Program goals 2. Daily conversation 3. Questioning skills 4. Play routines 5. Puppets 6. Show and tell G. Writing 1. Muscle development 2. Cognitive development 3. Printing messages a. labeling 1.0 artwork 1.1 nametags 1.2 charts 1.3 placemats 1.4 learning centers 1.5 games 1.6 greeting cards 1.7 alphabet charts 1.8 bulletin boards b. language experience charts 4. Preschool printing a. interest b. manuscript form c. preschool printing styles d. practicing e. printing activities				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Plan/guide math activities	A. Math concepts in the daily schedule - opportunities for math 1. Greeting - one-to-one correspondence 2. Block play a. shape b. height c. one-to-one correspondence d. counting e. ordinal numbers 3. Housekeeping corner a. setting table - sets b. sorting groceries - classification c. cooking - part, whole, space 4. Science a. weight, volume and counting b. number concepts c. size differences d. classifying sets B. Materials for math concepts 1. Colored cubes 2. Puzzles 3. Geometric shapes 4. Nested toys 5. Balls, several sizes 6. Unit blocks 7. Hollow blocks 8. Wooden beads 9. Containers 10. Measuring spoons 11. Light and heavy objects a. feathers b. water c. corks d. balloons 12. Egg cartons, buttons and spools 13. Sponges, rocks and metal objects 14. Clock 15. Calendar 16. Timer 17. Balance scales	A. Functional reading skills B. Vocabulary C. Outlining and note taking D. Test taking skills E. Problem solving F. Spelling G. Oral communications -	A. Whole numbers B. Common fractions C. Weights and measurements D. Ratio and proportion E. Geometry		A. The student will be able to name opportunities in the daily schedule that can be used for math experiences B. The student will be able to identify materials for teaching math concepts C. The student will be able to list math vocabulary words for the young child D. The student will be able to explain and give examples of math concepts for the young child

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	18. Pegboards 19. Flannel board 20. Toy telephones 21. Cash register 22. Play money 23. TV and radio dials 24. Socks, shoes and mittens 25. Lumber scraps 26. Nails, hammers, rulers and yardsticks C. Math and the curriculum 1. Blocks 2. Cooking 3. Games 4. Finger plays 5. Songs and stories 6. Collections 7. Observations D. Math vocabulary for children 1. Space a. position b. shape 2. Quantity a. amount b. value 3. Measure a. size b. weight c. speed d. time e. temperature f. volume E. Math terms for the caregiver 1. Number 2. Numeral 3. Cardinal number 4. Ordinal number 5. Sets 6. One-to-one correspondence 7. Subset 8. Empty set 9. Number comparison 10. Set comparison 11. Conservation of quantity/volume 12. Metric measurement				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	F. Teaching math concepts 1. Preparation a. manipulation of objects b. distractions 2. Supervision a. past math experiences b. task/concept c. single concept d. repetition 3. Follow-up a. storing materials b. positive reinforcement c. evaluate performance				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Plan/guide motor activities	A. Importance of movement and learning 1. Physical development 2. Sensorimotor development 3. Kinesthetic sense 4. Motor skills B. Motor development sequence 1. Stages of body awareness a. body parts b. spatial awareness c. manipulate through coordination and muscle control 2. Sequence of motor skills a. gross motor development b. fine motor development c. eye-hand coordination C. Basic movement patterns in the daily schedule 1. Walking 2. Running 3. Pushing 4. Pulling 5. Creeping 6. Galloping 7. Hopping 8. Sliding 9. Skipping 10. Jumping 11. Kicking 12. Throwing 13. Catching 14. Hitting 15. Balance beam 16. Tumbling D. Creative movement 1. Types of movement a. sustained b. percussive c. staccato d. swinging 2. Materials a. scarves b. streamers c. rhythm sticks	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Following directions F. Outlining and note taking G. Test taking skills H. Spelling I. Oral communications		Human anatomy 1. Muscles 2. Systems of body	A. The student will be able to explain the importance of movement for young children B. The student will be able to identify the sequence of motor development C. The student will be able to define gross motor development, fine motor development and eye-hand coordination D. The student will be able to list basic movement patterns for young children E. The student will be able to demonstrate creative movement activities using props F. The student will be able to guide a motor activity for preschool children G. The student will be able to describe types of manipulative toys and their benefits to young children

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	d. hulahoops e. ropes E. Guiding a large motor activity 1. Introduction a. imaginative b. demonstrate movements c. directions d. props 2. Guiding activity a. space b. eye contact c. enthusiasm d. cueing movements e. ending activity f. collecting props F. Manipulative play 1. Benefits a. fine motor skills b. eye-hand coordination c. sensorimotor d. observations e. concepts f. problem solving g. control environment h. language 2. Preparing for manipulative play a. space b. open shelves c. goals d. self-correcting toys e. variety f. placement 3. Supervising manipulative play a. allow explanation b. verbalize c. simplify concepts d. developmental challenge 4. Types of manipulatives a. self-correcting (puzzles, nesting cups) b. construction (legos, tinker toys) c. open-ended (pegs, blocks, beads and laces)				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Plan/guide music activities	A. Music experiences 1. Benefits a. social/emotional 1.0 enjoyment 1.1 self-confidence 1.2 communication 1.3 express feelings 1.4 role play b. intellectual 1.0 vocabulary 1.1 concepts 1.2 pre-reading skills 2. Caregivers role a. personal attitudes towards music b. music in the curriculum c. music equipment/ materials 3. Daily music opportunities a. musical sounds b. action songs c. music table d. transition times e. guiding behavior B. Selecting/guiding music activities 1. Singing a. song length b. subjects c. repetition d. rhythm e. teaching new songs f. supervising singing 2. Listening activities a. comparing sounds b. following song directions 3. Listening center a. sounds b. musical instruments c. tapes and records 4. Musical instruments a. piano b. autoharp c. stringed instruments	A. Functional reading skills B. Vocabulary C. Following directions D. Outlining and note taking E. Test taking skills F. Spelling G. Oral communications			A. The student will be able to name the benefits of music experiences for young children B. The student will be able to describe the child caregiver's role in integrating musical opportunities in the daily curriculum C. The student will be able to list examples of music activities for the young child

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	5. Children's recordings a. singers b. action songs C. Music activities and movement 1. Activity songs 2. Musical finger plays 3. Musical games - teaching musical games 4. Rhythm and creative movement D. Rhythm instruments 1. Types a. tambourine b. maracas c. drum d. bells e. horns f. triangle g. sand blocks 2. Playing instruments a. waiting turns b. "quiet" instruments c. positive guidance 3. Homemade instruments - materials				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Plan/guide science activity	A. Science experiences 1. Goals a. self-awareness b. inquiring attitudes c. build concepts d. problem solving e. vocabulary f. positive self-image g. intellectual growth 2. Sensory experiences a. seeing b. smelling c. touching d. tasting e. hearing f. inferring g. classifying h. communication 3. Strengthening science knowledge a. personal attitudes b. resource people c. reference books d. observation skills e. questions B. Scientific process 1. Changes 2. Identifying problems 3. Hypothesis 4. Experiment 5. Description 6. Record 7. Conclusions 8. Repeat experiment C. Science experiences for young children 1. Guidelines 2. Daily science opportunities a. teacher - planned b. science discovery 3. Science learning center a. living and non-living things b. mechanical c. sound d. models e. photographs f. experience chart	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Following directions E. Inferences F. Fact/Opinion distinction G. Outlining and note taking H. Test taking skills I. Interpretation of graphs J. Spelling K. Oral communications L. Problem solving	A. Weights and measurements B. Graphs	A. Human anatomy - systems of body B. Astronomy - weather C. Physics - magnetism D. Ecology 1. Botany 2. Food production 3. Nutrition	A. The student will be able to state goals of science experiences for young children B. The student will be able to describe types of science experiences meaningful to young children

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	4. Visitors 5. Field trips 6. Spontaneous science experiences 7. Child initiated D. Science activities 1. Planning 2. Supervising 3. Evaluating				

UNIT: CLERICAL/RECEPTIONIST DUTIES

TOPIC: ENROLLING CHILDREN IN THE CHILD CARE CENTER

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Maintains files and records	A. Enrollment 1. Handling inquiries a. recording information b. brochures c. registration forms 2. Application process a. application form b. parent/child visitation c. child assessment 3. Preparing files a. application b. physician's form c. emergency information d. permission slips e. financial agreements 4. File inventories a. checklist b. store completed files c. parent notices B. Parent handbook 1. Health guidelines 2. Safety procedures 3. Arrival/departure 4. School calendar 5. Birthdays 6. Visitation 7. Clothing 8. Snack/lunch 9. Daily schedule 10. Program goals C. Parent orientation 1. Program goals 2. Activities for children 3. Handling separation anxiety D. Tuition 1. Recording payments 2. Receipts 3. Deposits 4. Late notices	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Following directions E. Outlining and note taking F. Test taking skills G. Spelling H. Oral communications	A. Whole numbers B. Decimals		A. The student will be able to answer inquiries concerning enrollment of children in a child care center B. The student will be able to set up enrollment files for children C. The student will be able to inventory files for complete information

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Inventory and order equipment and supplies	A. Equipment and supplies 1. Characteristics 2. Types a. classroom b. playground c. office d. housekeeping B. Inventory 1. Quantity 2. Description C. Catalogues 1. Early childhood vendors 2. Table of contents 3. Index D. Purchase orders 1. Vendor information 2. Price quotes 3. Descriptions 4. Costs 5. Order numbers	A. Functional reading skills B. Vocabulary C. Following directions D. Identifying main ideas E. Spelling	A. Whole numbers B. Decimals C. Weights and measurements		A. The student will be able to differentiate between equipment and supplies B. The student will be able to inventory equipment and supplies used in a child care center C. The student will be able to complete a purchase order

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Prepare parent handouts II. Operate duplicating machine	A. Parent newsletters 1. Goals a. education b. information c. strengthen parent - child - center relationship 2. Information a. school policy b. school calendar c. procedure changes d. classroom activities e. child rearing hints f. sharing information g. words of songs, fingerplays h. home projects: art and food i. school needs B. Preparing ditto masters 1. Types a. spirit masters b. thermofax 2. Writing implements 3. Corrections a. tape b. labels c. removing carbon 4. Design a. margins b. lettering c. illustrating C. Duplicating ditto masters 1. Duplicating machine a. safety b. mechanics c. operation 2. Terms a. prime b. cylinder c. counter d. wick e. fluid f. pressure g. 8½" x 11" or 11" x 14"	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Inferences F. Fact/Opinion distinction G. Following directions H. Outlining and note taking I. Expository writing skills J. Spelling	A. Whole numbers B. Fractions C. Measurement D. Estimating	Chemistry 1. Chemical reactions 2. Applied chemistry	A. The student will be able to state the goals of a parent newsletter B. The student will be able to suggest informational topics for parent newsletter C. The student will be able to design a ditto for duplication D. The student will be able to duplicate, collate and label a ditto master for distribution to parents

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	h. run i. feed guide j. flammable k. hazardous l. clamp m. trough 3. Duplicating fluid a. contents b. safety c. disposal 4. Dittos a. proofreading b. readable copy c. centering d. saving e. collating f. labeling				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Create a sanitary, healthful environment for children	A. Housekeeping - sanitation standards 1. Laundry 2. Toys 3. Ventilation 4. Storage areas 5. Flammable materials 6. Sanitizing solution 7. Surfaces 8. Cleaning agents 9. Cleaning method 10. Cleaning schedule 11. Pest control 12. Animals a. pet health care requirements b. pet allergies c. disease carriers d. cleaning B. Handwashing - procedures 1. Adults 2. Infants/toddlers 3. Older children C. Kitchen facilities 1. Food handling 2. Hygienic procedures 3. Equipment and utensils 4. Food contact surfaces 5. dishwashing procedures D. Garbage storage/disposal E. Laundry F. Toilet facilities 1. Potty chairs 2. Toothbrushes 3. Bathroom fixtures G. Plumbing H. Ventilation, light, heat	A. Functional reading skills B. Vocabulary C. Following directions D. Outlining and note taking E. Spelling F. Test taking skills	Ratio and proportion	A. Ecology - waste disposal B. Human anatomy - diseases	A. The student will be able to follow sanitary practices to limit the spread of infectious diseases in a child care center B. The student will be able to clean and maintain a sanitary child care facility

UNIT: INTERPERSONAL SKILLS

TOPIC: STAFF RELATIONS/PROFESSIONALISM

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Cooperate with co-workers II. Displays a professional attitude	A. Human relationship skills 1. Communication a. verbal b. non-verbal c. listening skills d. expressing feelings 2. Problem solving a. stating problem b. resources c. obstacles 3. Decision-making a. gather information b. set priorities c. implement decision B. Teamwork 1. Common goals 2. Staff responsibilities 3. Initiative 4. Volunteering 5. Cooperation 6. Task completion 7. Work habits 8. Professional ethics C. Professionalism 1. Continuing education 2. Ethics 3. Confidentiality 4. Attitude 5. Appearance 6. Self-awareness 7. Biases D. Common problems	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Following directions E. Inferences F. Fact/Opinion distinction G. Outlining and note taking H. Test taking skills I. Expository writing skills J. Spelling K. Oral communications L. Problem solving		Human anatomy - psychology	A. The student will be able to discuss the impact of staff relations on the children who attend the class B. The student will be able to identify the responsibilities of a child caregiver as a team member C. The student will be able to describe qualities of professionalism in the child care field